

GREER HIGH

3000 East Gap Creek Rd.
Greer, SC 29651

GRADES 9-12 High School

ENROLLMENT 1,137 Students

PRINCIPAL Mr. Marion Waters 864-848-2370

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of High Schools with Students like Ours

Excellent**Good****Average****Below Average****Unsatisfactory**

14

12

0

0

0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Excellent	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Average	No
2004	Good	Average	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	77.6	N/A	N/A	78.3	N/A	N/A
Passed 1 subtest	11.4	N/A	N/A	11.2	N/A	N/A
Passed no subtests	11.0	N/A	N/A	10.5	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	95.2%	95.9%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	15.0	17.6
Seniors who met the SAT/ACT requirement	15.0	18.1
Seniors who met the grade point average	55.5	57.7

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	256	246
Number of Diplomas	183	197
Rate	71.5%	80.6%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	207	95.2	200	15.0	256	71.5	YES
Gender							
Male	98	94.9	92	12.0	125	61.6	N/A
Female	109	95.4	108	17.6	131	80.9	N/A
Racial/Ethnic Group							
White	170	96.5	157	19.1	195	75.9	N/A
African-American	32	87.5	39	0.0	55	58.2	
Asian/Pacific Islander	1	I/S	1	I/S	1	I/S	N/A
Hispanic	3	I/S	2	I/S	5	40.0	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	195	96.4	188	16.0	223	78.9	N/A
Disabilities other than speech	12	75.0	12	0.0	33	21.2	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	203	95.1	200	15.0	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	203	95.1	200	15.0	256	71.5	N/A
Socio-Economic Status							
Subsidized meals	37	86.5	44	0.0	63	55.6	N/A
Full-pay meals	166	97.0	156	19.2	193	76.7	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	248	99.6	13.3	25.4	33.3	27.9	69.6	YES	YES
Gender									
Male	137	100.0	14.3	24.8	36.1	24.8	67.7	N/A	N/A
Female	111	99.1	12.1	26.2	29.9	31.8	72.0	N/A	N/A
Racial/Ethnic Group									
White	174	100.0	9.4	22.4	35.9	32.4	74.7	YES	YES
African-American	59	98.3	25.0	33.9	26.8	14.3	51.8	YES	YES
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	218	99.5	8.9	23.8	36.4	30.8	74.8	N/A	N/A
Disabled	30	100.0	50.0	38.5	7.7	3.8	26.9	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	248	99.6	13.3	25.4	33.3	27.9	69.6	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	248	99.6	13.3	25.4	33.3	27.9	69.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	87	98.9	27.4	34.5	29.8	8.3	51.2	YES	YES
Full-pay meals	161	100.0	5.8	20.5	35.3	38.5	79.5	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	248	98.0	16.0	31.6	28.3	24.1	61.6	YES	YES
Gender									
Male	137	97.1	14.6	27.7	31.5	26.2	69.2	N/A	N/A
Female	111	99.1	17.8	36.4	24.3	21.5	52.3	N/A	N/A
Racial/Ethnic Group									
White	174	97.7	10.8	28.7	30.5	29.9	68.3	YES	YES
African-American	59	98.3	33.9	39.3	21.4	5.4	37.5	YES	YES
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	218	98.2	11.3	32.5	29.7	26.4	65.6	N/A	N/A
Disabled	30	96.7	56.0	24.0	16.0	4.0	28.0	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	248	98.0	16.0	31.6	28.3	24.1	61.6	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	248	98.0	16.0	31.6	28.3	24.1	61.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	87	96.6	30.5	39.0	22.0	8.5	39.0	YES	YES
Full-pay meals	161	98.8	8.4	27.7	31.6	32.3	73.5	N/A	N/A

Abbreviations for Missing Data

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DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
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Students (n= 1,137)

Retention rate	9.1%	Down from 10.9%	7.4%	9.1%
Attendance rate	93.9%	Up from 93.7%	96.1%	96.0%
Eligible for gifted and talented	3.1%	Up from 2.6%	12.7%	5.8%
With disabilities other than speech	13.9%	Up from 12.4%	13.6%	12.7%
Older than usual for grade	7.4%	Down from 9.8%	7.4%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 1.2%	1.9%	1.6%
Enrolled in AP/IB programs	30.8%	Up from 28.2%	16.1%	10.2%
Successful on AP/IB exams	44.7%		53.6%	53.8%
Annual dropout rate	4.9%	Down from 5.5%	2.6%	2.7%
Career/technology students in co-curricular organizations	0.0%	No change	1.2%	3.6%
Enrollment in career/technology center courses	516	Down from 523	552	466
Students participating in worked-based experiences	3.3%	Up from 2.0%	25.7%	25.7%
Career/technology students mastering core competencies	61.0%	Down from 72.8%	80.7%	77.7%
Career/technology completers placed	N/A	N/A	100.0%	99.3%

Teachers (n= 57)

Teachers with advanced degrees	59.6%	Up from 59.1%	56.6%	52.0%
Continuing contract teachers	86.0%	Up from 72.7%	83.6%	82.1%
Highly qualified teachers**	91.3%	N/A	91.4%	89.5%
Teachers with emergency or provisional certificates	15.7%		6.3%	8.6%
Teachers returning from previous year	92.2%	No change	88.8%	86.2%
Teacher attendance rate	97.2%	Down from 98.4%	95.6%	95.3%
Average teacher salary	\$42,128	Up 0.3%	\$41,663	\$41,060
Prof. development days/teacher	13.6 days	Up from 11.3 days	10.6 days	10.6 days

School

Principal's years at school	10.0	Up from 9.0	2.8	3.0
Student-teacher ratio in core subjects	30.1 to 1	Up from 29.5 to 1	29.2 to 1	26.4 to 1
Prime instructional time	89.6%	Down from 91.5%	90.4%	90.0%
Dollars spent per pupil*	\$5,272	Up 7.5%	\$6,091	\$6,310
Percent of expenditures for teacher salaries*	55.1%	Up from 54.7%	58.3%	57.9%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
Parents attending conferences	72.3%	Up from 71.7%	86.9%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Greer High School has continued to use trend data gathered over the past five years to build a renewal and school improvement plan. Renewal efforts have focused on standards and requirements of the International Baccalaureate Program and of the Southern Regional Educational Board. Greer High has successfully completed requirements for entry into both of these prestigious organizations and is a member school in good standing.

Of noteworthy efforts are the additions of curricula that address rigor and academic challenge for our students. The IB Program will permit students at Greer High School an opportunity to compare their academic performance with other students internationally. The Southern Regional Educational Board has provided Greer High with benchmarks of academic performance from schools like ours within the United States and our region. Best practices for achieving academic success has been one of the most important outcomes of participating as a member school in SREB.

Continuing efforts have focused our attention, time, and resources on expanding both the ceiling and the foundation of academic achievement. Federal legislation under the No Child Left Behind Act and its accompanying state corollaries have caused all schools to look in greater detail at the instructional needs of all students. This is the first year of the South Carolina High School Assessment Program which was formerly the Basic Skills Exit Exam. South Carolina has sought to raise the standard and bar for student achievement as South Carolina ranks among the top five states in the nation in reform efforts. Results of the first year's efforts in HSAP will be arriving soon and will be the basis for determining strategies and improvement plans that specifically address areas of needed improvement.

Greer High is pleased to note continued improvement on state and national achievement standards. SAT Verbal scores have increased by 19 points in the last two years while SAT Math scores have increased by 26 points. For those students taking the ACT, improvements have also occurred. Probably the best indicator of school effectiveness is that these increases have occurred as the number of students taking the SAT and ACT has increased. Greer High has also continued to forge ahead in AP as our number of students taking AP courses has nearly doubled in the last two years - from 76 to 141- and at the same time the success rate has increased rather than decreased.

Greer High made many positive strides in the 2003-2004 school year. Much remains to be done as the stakeholders of our school and community continue to strive for the very best educational opportunities for all students.

Marion Waters, Principal

Sherie Lynch, School Improvement Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	47	223	147
Percent satisfied with learning environment	80.9%	65.3%	73.8%
Percent satisfied with social and physical environment	89.4%	79.8%	74.1%
Percent satisfied with home-school relations	66.0%	77.6%	56.3%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.